

CAREER IDENTITY AND COMMUNITY INVESTMENT TOOLKIT FOR HIGH SCHOOL ENGLISH  
LANGUAGE LEARNERS

by

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## Project Summary

The goal of this project is to answer the question, *what instructional practices can be used to positively influence high school level ELLs identity in present and future imagined communities?* The project is a toolkit for high school level English Language Learners (ELs) to explore their identity in their communities through career exploration. The curriculum has lessons that can be paired with a career pathways seminar, or other similar courses. This curriculum unit can also stand on its own. The design of the project draws on the Norton's work regarding investment and imagined communities as well as Bucholtz's framework of tactics of intersubjectivity.

This project is intended to be used as a resource for teachers, counselors and other educational staff to determine how invested their high school-aged ELLs or clients are in the communities to which they belong. Knowing how and to the degree a student is invested in a community can aid educators in determining how to assist the student to be successful in the communities they imagine themselves as members of. This resource will contain a variety of instructional tasks that educators can use as separate activities in class or integrate into an already existing curriculum. It could be integrated into a high school English Language Development (ELD) class or in conjunction with a career seminar class. Included materials for this project are: a survey, journal prompts, resources, and a framework for examining students' responses to the journal prompts.

This toolkit is designed to be used with high school aged ELLs. Ideally, it would be used early in their high school years, ninth or tenth grade with tenth being optimal, so that these students can develop a plan for what electives would be beneficial to take given their career interests. This material, relating to careers, is beneficial to ELLs because it will help them qualify for internships and thus begin to establish career networks which will help them in acquiring a

position after their formal education. Many ELLs and their families are new to this country and may not have established a network of friends that can assist a young person in finding employment.

The purpose of the curriculum is to determine and explore students' identity and investment in their communities, present and future imagined ones. Norton defines identity as "the way a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future" (Norton, 2013, p. 203). Language learners are more likely to be motivated to learn a language when they have an imagined identity in a future imagined community and the classroom practices match their imagined community (Norton, 2013). The purpose of this curriculum is to have ELs see a connection to their future, expand their identity and become more proficient in English.

This curriculum begins with a short survey. Starting with a survey will also help the teacher decide what materials from the resource section to use for lesson instruction and what journal questions to use to go deeper into students' feelings about present and future communities. Other lessons include using results from a career survey to gain information about occupations they might be interested in, reading stories about ELLs who have overcome obstacles and have succeeded, what resources in your community can students tap into for career information or for a job search, problem solving, and creating a vision board. The resource section lists recent news articles of immigrants who have been successful in various vocational fields as well as organizations for various immigrant groups. These organizations are resources for class speakers as well as programs offered that students can take advantage of now or in the future. There is also a framework based on Bucholtz's tactics of intersubjectivity that can be used to further delve into students' level of investment from their journal responses.

A consistent format for the activities in the toolkit was developed: content and language objectives, state standards addressed in both the language and content, steps and procedures, and resources needed to implement the tasks. Using backward design principles and creating essential questions (Wiggins and McTighe, 2005 & 2013), essential questions related to the career seminar class was considered and language skills as well as career content was addressed in each activity.

## The Toolkit

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## Introduction

This curriculum toolkit is designed to have English Language Learners (ELLs) at the high-school level explore their identity through their current and imagined communities and potential careers. Individual identity is formed by many things and an occupation is only part of who we are, but for many of us it is a large part of who we are. The activities in this toolkit are based on the research of Norton (1995) who introduced the concepts of investment and future communities to the field of English Language Learning. Along with Norton's work, this toolkit uses Bucholtz's *tactics of intersubjectivity* (Bucholtz, 2004) to examine students' investment in their communities. The goal of these activities is to help learners build connections between their imagined communities and potential career options. It also seeks to support positive identity creation.

The activities were designed to be used with ELLs in an English Language Development class. The activities can be stand alone or paired with a career seminar class. The activities were meant to be done in order but can be done over a month, semester, or over a school year. The Language Objectives given for each lesson are suggestions and can be changed to fit the needs of an individual class. The standards can also be changed to fit the district where the toolkit might be used. This toolkit was developed in Minnesota and thus Minnesota State Standards for English Language Arts are paired with the activities. There are appendices after the activities. One deals with resources used in the lessons. Another one has a list of journal questions that are related to identity in general if a teacher or staff member wants to delve deeper into identities and communities with students as well questions that are more career oriented. Finally, there is a rubric based on Bucholtz's (2004) tactics of intersubjectivity that teachers can use to determine the level or type of identity that a student has related to a particular community given the students responses to their journal entries or other assignments.

## Lesson/Activity One

### SURVEY ABOUT COMMUNITY

**Content Objective** SWBAT state the definition of community, give some examples of, and state what communities they belong to, aspects of communities they belong to and future communities they may belong to.

**Language Objective** The student will use correct pronouns and antecedents when answering questions about career and community membership.

#### Resources/Materials for this lesson:

- Definition of community projected for students can see
- Survey for students to complete at the end of the lesson.

#### Procedures/Steps

To start this unit on communities, students should be given a definition of communities, both present and future or imagined communities. The teacher can start by giving examples of communities that they belong to. For example, I belong to a knitting group, a church, a tennis league, and a professional organization for teachers who teach English Language Learners.

Definition of community: Communities are where one is from and include location, groups, interests and beliefs.

Examples of communities you, the teacher, might belong to: school/department staff, other ELL teachers in the school district, my neighborhood, faith-based communities, book club, painting group, etc. Examples of communities the students might belong to are: sports teams or clubs at school, co-workers if they have a job, faith-based communities, etc.

After the teacher gives some examples, have the students say what communities they belong, for example, the soccer team or robotics club. They may need help with examples. Also ask what communities they might belong to after graduation, for example a work community like a union or a community college.

Questions for students to answer after the lesson/discussion:

1. How do you define community?
2. What communities do you belong to now?
3. What similarities do you have with others in the communities that you belong to?
4. What differences do you have with others in the communities that you belong to?

5. How do you feel in that community? What makes you like you belong or don't belong?
6. How do your communities determine who can be a member? (For example, do you have to pass a test or tryout? Do you have to be a certain religion or from a certain place?)
7. What communities do you see yourself belonging to in the future? Include communities that you dream of belonging to.
8. What actions do you have to take to belong to these communities or what do you have to do to become a member of these communities?

Note: Before the upcoming activities, including this activity, the teacher should ensure that each student has taken the Career Survey usually given to ninth graders. Many of the upcoming activities will reference the students' result of that survey.



## Lesson/Activity Two

### Jigsaw Activity with Career Pathways

**Content Objective** SWBAT describe the career pathways content that is available at their school, name some careers in each pathway and courses they can enroll in at their high school related to each pathway.

**Language Objective** SWBAT use productive language (speaking and writing) to use adjectives and verbs to describe the job requirements in each Career Pathway area.

**Standards Addressed** *Minnesota State Standard 9.7.6.6:* Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

*Minnesota Standard 9.9.5.5* Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

*Minnesota Standards-Career Exploration 2:* Career Exploration/Self Discovery/Interest Inventory and Career Research 2.A and Career Exploration/Using School and Community Resources to Learn About Career Clusters 2.C

### Resources/Materials Needed

- Slide explaining the identified Career Pathways in the school
- iPad or computer to access websites career information
- Online Occupational Outlook Handbook from the U.S. Bureau of Labor Statistics, <https://www.bls.gov/ooh/>
- School and School district webpages for departments and counseling centers where it details career exploration opportunities for students
- There are other websites for high school students to access for career exploration. They can be used but are not included here because the Bureau of Labor Statistics has the most up-to-date and reliable information.

The particular school district that this curriculum has been written for has identified four career fields. It is the goal of the school district to have one career pathway at each of the comprehensive high schools in the district. The four pathways are: arts and human services, science and medical, business and communications, innovative and emerging technologies.

### Jigsaw Activity Procedures

1. Divide the students into four groups, one for each career pathway and have the group pick a leader. (Depending on class size the groups should have 3-4 students as each student will be

assigned a question. If there are more students, teachers can assign more questions or students can work in pairs on a question.)

2. Within each career pathway group, each student is assigned one of the following questions:

1. What are the occupations in that career pathway? Give a range of occupations, about ten, salaries - from the lowest paid to the highest paid, 2. What skills, attitudes, aptitudes, or education do you need for this pathway? There will be a range here, especially regarding education, and 3. What classes can you take in school now related to each pathway? Are there other programs available to you while you are still in high school?

3. Once one of the three questions have been assigned to a student in each group, the students move to the group of other students who have the same question. So the students who are finding the occupations in each pathway are in one group, the students finding the skills and education for each pathway are in a group, and the students looking for high school classes and opportunities in each pathway are in a group. The students research their question with others in their group. The teacher checks in with each group to answer questions and encourage progress.

4. After students have researched their question, they go back to their original Career Pathway group and take turns presenting what they learned.

5. After students have presented in their small groups, they present information about their Career area to the class.

6. Questions to ask in discussion: Is there a correlation between education level and salary? Who do you know in each career area? What role does community play in each job area? What about work relationships?

7. As a concluding activity, the students could answer questions for an exit ticket. These questions might be: What career pathway are you most interested in? What occupations match your skills? What classes are you interested in taking now?

## Lesson/Activity Three

### Individual Career Research

**Content Objective** SWBAT examine results of their career interest survey and find answers to basic questions about each career using the internet.

**Language Objective** SWBAT correct use four different coordinating conjunctions correctly in their responses.

**Standard addressed** *Minnesota State Standard 9.7.4.4* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

*9.7.9.9* Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Resources needed

- Students will need the results of their Career Interest Survey that all students in the district take in ninth grade. If not, they can take is online using their iPads or in the Counseling Center. There are also informal online tests that students can take.
- Online Occupational Outlook Handbook from the U.S. Bureau of Labor Statistics, <https://www.bls.gov/ooh/> or any other website that has career information.
- Career Information Worksheet PDF, can be used on paper or uploaded for use on students' iPads

### Steps/Procedures

Have students complete three Career Information Worksheets, one for each of the top three careers they scored in. After they have completed the three, have the students answer these journal questions:

1. Now that you've researched the three top careers from your Career Survey results, do you agree with these results? Why or Why not? If not, what career(s) are you interested in?
2. Who in your communities can you talk to about information regarding these careers? Think about people like your parents' friends, people at your place of

worship, your friends' parents, even your teachers. You know more people than you think you know.

## Lesson/Activity Four

### Stories to Inspire

**Content Objective** SWBAT identify how the protagonist in each story succeeded and what role their communities played in their success.

**Language Objective** SWBAT will use the proper verb tense (past, present, and future) along with the correct modals to summarize and answer questions about the story selection they read.

**Standard addressed** 9.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Standard-Career Exploration 2

Career Exploration/Self Discovery/Interest Inventory and Career Research 2.A

#### Resources needed

- Green Card Voices (Green Card Voices has many publications, but Green Card STEM Voices and Green Card Entrepreneurial Voices would be the most helpful in looking at careers. More about Green Card Voices in the Resource section.) Green Card Voices has videos of many of the people in their stories so videos can be substituted for reading the stories where appropriate.
- Literacy MN Resources (Information about Literacy MN in the Resource section also.)
- Other articles from local press about successful immigrants and English Language Learners

#### Steps/Procedures

Have stories from Green Card Voices, Literacy MN, or local newspapers about immigrant and English Learner success stories. Pick one to do together as a class and go through the attached questions and have a discussion focusing on the role community played in their career. Students then can go on and pick stories to do individually that may suit their interest or background. Students should do at least three stories answer the worksheet questions about each story.

As a closure activity, students should complete the following questions in their journals:

1. What were some similarities you noticed about all of the people you read about?
2. What were some of the differences in the people you read about?
3. Describe the role their communities played in their career? How did they support the person you read about? Do you find similar things in your communities?

Name \_\_\_\_\_ Date \_\_\_\_\_

Stories to Inspire Questions

Name of person \_\_\_\_\_

What is their career? \_\_\_\_\_

Summarize their story in a few sentences.

What setbacks or obstacles did they face? How did they overcome these obstacles or are they still facing them?

What communities do they belong to? What role did their community play in their life? Are their communities similar to yours? Why or why not?

How is their story similar to your life?

What questions do you have for this person?

What did you learn from reading or hearing about this person's life?

## Lesson/Activity Five

### Networking: Finding Out What's in Your Community

**Content Objective** SWBAT identify people and resources in their community that can be helpful in a job search.

**Language Objective** Students will use subordinating conjunctions *because, even though, since, whenever, until* to explain how people get jobs networking in their community.

**Standards** *Minnesota State Standard 9.11.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*

*9.9.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues.*

*Employability 1-Employability. Getting a Job 1.A; Employability. Interviewing 1.D; Employability. Resources for Looking for Employment 1.E*

#### Steps and procedures

Give the students a definition of networking on a slide or somewhere in the classroom where they can see it. *Networking is the action or process of interacting with others to exchange information and develop professional or social contacts.*

For a class discussion:

1. Give some examples from your life, the teacher's life. They do not have to be related to the teacher's job now but examples of how you heard about jobs from friends and family, possibly from when you were a teenager.
2. Some of the students may have work experience already and can share how they got their job.
3. Go around the room and ask each student if they can name someone they know that has a job in each of the career pathways: Arts and Humanities, Science and Medical, Business and Communications, and Innovative and Emerging Technologies.

#### For an outside-of-class exploration:

Students should interview three adults. They can be parents, teachers or school staff, or other adults in their community. Ask them about two jobs they have had. What categories would you put these jobs in? How did they get these jobs? How did people they know in their communities help them find jobs? Come back and report to the class what they found out.

## Lesson/Activity Six

### What would you do?

**Content Objective** For each scenario SWBAT correctly state the problem, what community resource can be used, and a possible solution.

**Language Objective** SWBAT correctly use three of the four types of modal verbs (ability, possibility, permission, or obligation) in their written or oral responses to the task assigned.

**Standards** *Minnesota State Standard 9.9.1.1* Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues.

*Career Exploration 2 - Career Exploration/Self Discovery/Interest Inventory and Career Research 2.A*

### Steps and Procedures

Review what they have learned from Lessons 1-5

What is a community? What communities do you have access to? What communities do you want to belong to in the future? What resources do you have access to in your communities? (Remember school is a community and people can be resources.) What career pathways have you studied? What courses in high school are related to those pathways?

The students will use what they've learned about communities and career pathways to solve the dilemma of the character in each scenario. For each scenario the student should answer the following questions.

1. What is the problem/issue/question the person in the story is facing?
2. What community could this person turn to help solve their question or problem? What are the resources in that community?
3. What advice would you give this person? Is there more than one solution to their problem?

Another way to use these scenarios is to have the students work in pairs and role play the situations and report back what they decided in a class discussion or turn in written answers to the questions.

First scenario

Javier's father is an auto mechanic who has his own auto shop business. He learned about engines and how to fix them from his father – Javier's grandfather. Javier has



hung around his father's shop since he was a small boy. His father would like him to take over the business someday but he knows Javier has his own mind and he can choose another career if he likes. Javier is not sure if he wants to work on cars for a living. In fact, he's not sure what he wants to choose for a career.

#### Second Scenario

Youa is interested in studying business. She wants to learn the basics of running a business because she would like to work in a business that imports goods from Asia or have her own import business. She is wondering what courses she can take in high school that will help her gain knowledge in the area or what else she can do to start getting career information. She is also wondering what schooling she would need after high school. She is interested in finding out what schools in Minnesota offer programs in international business and what schools might have organizations that support women in business.

#### Third Scenario

Abdul is a senior. He has helped his next-door neighbor build a new garage on his property. Abdul liked working with physical tools and materials. He also liked discussing with his neighbor what kinds of materials to use and how to make the garage look good and match the house. Abdul has been taking courses in high school related to construction and would like to pursue a career in the construction trades after he graduates. While he has the passion and work ethic to do well at a job, Abdul is not sure how he would go about getting a job.

## Lesson/Activity Seven

### Vision Board and Paragraph

**Content Objective** SWBAT articulate present communities they belong to and future communities they will belong to.

**Language Objective** SWBAT write a ten-sentence paragraph with a topic sentence, supporting details, and a concluding sentence while using proper mechanics and punctuation.

**Standard** *Minnesota State Standard 9.7.4.4* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

*9.7.10.10* Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

*9.11.1.1* Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

*Career Exploration 2-Career Exploration/Self Discovery/Interest Inventory and Career Research 2.A; Career Exploration Develop a personal career plan for meeting education and job training goals 2.B; Career Exploration/Using School and Community Resources to Learn About Career Clusters 2.C; Career Exploration Assess individual aptitudes, interests, and abilities and explore preferences for working with people, data, and/or equipment. 2.D*

### Steps and Procedures

As a culminating activity for exploring and learning about careers, community, and identity, the students can create a vision board depicting present and future communities. The vision board can be a physical board using poster board or similar materials. The vision board can be done electronically using photo applications or something similar. If physical boards are done, they can be displayed in the classroom. If electronic boards are done by the students, they can present them to the class. Along with the vision board students should write a paragraph using paragraph structure and mechanics of English. It is suggested that students work on their production language by writing and presenting their vision boards.

The vision board should have:

- A picture of the student or an image to represent them
- At least three images of communities they belong to now
- At least two images of future communities they will belong to
- Optional: other images of things they like right now, singers, movies or shows etc., borders or other artistic expressions

## APPENDIX A

### Resources Used in Lessons/Activities


#### Lesson 2

- Slide explaining the identified Career Pathways in the school

**7AB Career Fields Definition**

Each comprehensive high school\* will offer four **Career Fields** with at least one **Career Pathway** for each field. *Career Fields* allow students to gain foundational career knowledge and skills.

1. Arts and Human Services
2. Business and Communications
3. Science and Medical
4. Innovative and Emerging Technologies



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Public Schools  
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- Online Occupational Outlook Handbook from the U.S. Bureau of Labor Statistics, <https://www.bls.gov/ooh/>
- The Bureau of Labor Statistics also has a website for high school students looking for career information <https://www.bls.gov/careeroutlook/2015/article/career-planning-for-high-schoolers.htm>
- School and School district webpages for departments and counseling centers where it details career exploration opportunities for students

Central High School Counseling Department Website

<https://www.spps.org/site/Default.aspx?PageID=8701>

College and Career Resource Center

<https://www.spps.org/Page/8706>

District Website for Career and Technical Education

<https://www.spps.org/cte>

## Lesson 4

- Green Card Voices – here is a link to the Green Card Voices Website which has their many resources and videos.  
<https://www.greencardvoices.org/>
- Literacy MN – <https://www.literacymn.org/>

## **Appendix B**

### **Journal Prompts**

#### **General Prompts Related to Community and Identity**

1. Do you feel like you belong here at school? Do you have groups of friends? What do teachers, staff and other students do to make you feel like you belong? What do they do that makes you think you don't belong?
2. Do you ever feel different from your peers or other groups at school? What makes you feel different or alone? Think about your classes and relationships outside of classes.
3. What groups or communities do you belong to outside of school? These groups or communities include sports teams, clubs, church and church groups, and others. What makes you feel comfortable like you belong in these groups?
4. What types of words do you use to describe yourself? Are there others who describe themselves the same way as you do? How do you think people who are different from you describe themselves?
5. Do you know people who are fake about who they are? How do you know they are fake?
6. Do you feel the school supports who you are? Do you see positive examples of people like you around school?
7. Do you ever feel like school disrespectful of who you are? What are some examples of ways you feel disrespected at school?
8. Where do you see yourself after high school? What type of school will you go to after high school? What groups will you be a part of? Where do you see yourself working? Who will be your friends?

#### **Prompts Related to Career and Community Used in Lessons**

9. Now that you've researched the three top careers from your Career Survey results, do you agree with these results? Why or Why not? If not, what career(s) are you interested in?
10. Who in your communities can you talk to about information regarding these careers? Think about people like your parents' friends, people at your place of worship, your friends' parents, even your teachers. You know more people than you think you know.

## APPENDIX C

### Community Investment Rubric

Below is a rubric that educators can use to analyze students' responses to questions about students' investment in present and imagined communities. The rubric is based on Bucholtz's tactics of intersubjectivity. There are three pairs of tactics or six tactics in all. The first two pairs, adequation vs. distinction and authentication and denaturalization are part of any community a student may belong to. The last pair of tactics, authorization and illegitimation, are mostly applicable to formal institutions that a student is a part of. In the case of high school student, this would be the school they are attending.

Prompt	Evidence of...	Evidence of...
1. Do you feel you belong here at school? Or Do you ever feel different from your peers or other groups at school?	adequation The response indicates similarities between the student and others at school.	Distinction The response indicates isolation from others at school or group mentioned.
2. Do you have groups of friends or belong to a club at school? What groups or communities do you belong to outside of school? These groups or communities include sports teams, clubs, church and church groups, and others. What makes you feel comfortable like you belong in these groups? Or What makes you feel different or alone?	adequation The response indicates: - membership in a group or affinity with those who have similar interests. - feelings of ease in interaction with others	Distinction The response indicates the students has feelings of being alone within a group or feelings of loneliness.
3. What do teachers, staff or other students make you feel like you belong? Or Tell me about your relationships with others here at school or in groups outside of school.	adequation The response indicates an action taken or spoken by a peer or staff member that elicits feelings of belonging for the student.	Distinction The response describes actions by the student or others to separate the student from a group
4. What types of words do you use to describe yourself? Are there others who describe themselves the same way as you do? How	Authentication The response indicates a connection established between the student and another person or group.	Denaturalization The response describes how the student states they are different from other students or groups.

do you think people who are different from you describe themselves?		
5. Do you know people who are fake about who they are? How do you know they are fake?	authentication The response indicates how the student knows how the identities of others are real.	Denaturalization The response indicates how students determine a difference between who someone outwardly appears to be and who they really are as determined by the student.
6. Do you feel the school supports who you are? Do see positive examples of people like you around school	authorization The student indicates that they feel valued for who they are through the actions and words of staff or other students. They see positive examples of their ethnicity and other aspects of themselves.	Illegitimation The response indicates that the student has felt devalued by staff or other students. This includes examples of prejudiced or use of stereotypes and can include actions and speech. It can also include classroom materials.
7. Do you ever feel like school disrespectful of who you are? What are some examples of ways you feel disrespected at school?	Authorization This question is not intended to elicit a response related to authorization.	Illegitimation The response indicates that the student has felt devalued by staff or other students. This includes examples of prejudiced or use of stereotypes and can include actions and speech. It can also include classroom materials
8. Where do you see yourself after high school? What type of school will you go to after high school? What groups will you be a part of? Where do you see yourself working? Who will be your friends?	Imagined Communities The student's response indicates groups related to the student's interests. These groups include work/career groups, trade/vocational schools, colleges, social groups, church groups, etc.	

## APPENDIX D

### LISTING OF COMMUNITY RESOURCE ORGANIZATIONS

Center for Asian and Pacific Islanders - <https://www.capiusa.org/>

CLUES (Spanish for: Latino Communities United in Service) - <https://clues.org/>

Council on Asian Pacific Minnesotans - <https://mn.gov/capm/community/nat-orgs/>

Hmong Cultural Center - <https://www.hmongcc.org/>

Immigrant Law Center of Minnesota - <https://www.ilcm.org/>

International Institute of Minnesota - <https://iimn.org/>

Karen Organization of Minnesota - <https://www.mnkaren.org/history-culture/ethnic-groups/>

Oromo Community of Minnesota - <https://www.careerforcemn.com/partner/oromo-community-minnesota-0>

Somali Multi Service - <http://www.smsminnesota.org/index.php>

Vietnamese Community of Minnesota - <http://www.vietnam-minnesota.org/aboutus.html>



## SOURCES USED IN THIS PROJECT

U.S. Bureau of Labor Statistics, Online Occupational Outlook Handbook  
<https://www.bls.gov/ooh/>

U.S. Bureau of Labor Statistics, website for high school students looking for career information  
<https://www.bls.gov/careeroutlook/2015/article/career-planning-for-high-schoolers.htm>

Saint Paul Central High School Counseling Department Website  
<https://www.spps.org/site/Default.aspx?PageID=8701>

Saint Paul Central High School College and Career Resource Center  
<https://www.spps.org/Page/8706>

Saint Paul Public Schools, District Website for Career and Technical Education  
<https://www.spps.org/cte>

Green Card Voices – here is a link to the Green Card Voices Website which has their many resources and videos. <https://www.greencardvoices.org/>

Literacy MN – <https://www.literacymn.org/>

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